

# Highly Effective School Library Program Application Form

## Highly Effective Essential Competencies

Yearly Growth Plan  
Curriculum Development Advisor  
School Leadership  
Professional Leadership  
Administrative Support  
Program Marketing and Promotion  
Collaboration  
Instruction  
Instructional Delivery Strategies  
Assessment of Student Work  
Reading Development  
Library Environment  
Special Programming  
Productivity

Step 1: The school librarian and principal will evaluate the library program using the [Highly Effective School Library \(HESL\) Program Evaluation Rubric](#).

Step 2: If, after assessing your program, you and your principal agree that the program is "Highly Effective" in **most** rubric areas, especially the Essential Competencies (see box at right), we encourage you to complete this application form and submit the other requirements (*listed on the following pages*) to apply for "HESL Program Highly Effective Recognition."

**The deadline to apply for CDE recognition is December 19, 2014.**

- Applications will be evaluated by 2 or more HESLP Board members and/or other educational professionals in January 2015.
- Applicants will be notified by February 28, 2015.
- CDE State Board Recognition Ceremony will take place in late spring, 2015.

<b>School:</b>		
<b>School Address:</b>		
<b>School Librarian:</b>		
<b>School Librarian Contact Information:</b>	<b>Email</b>	<b>Phone</b>
<b>Principal</b>		
<b>Principal Contact Information:</b>	<b>Email</b>	<b>Phone</b>
<b>School library website URL:</b>		
<b>School District:</b>		
<b>District Library Supervisor Name (if applicable):</b>		
<b>Email:</b>	<b>Phone</b>	

<p>I hold either a state school librarian endorsement or a masters degree in library science. (Please check one):</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (Please explain):</p>	<p>I have the following schedule (For informational purposes - Please select one):</p> <p><input type="checkbox"/> fixed only,</p> <p><input type="checkbox"/> flex only,</p> <p><input type="checkbox"/> combination of fixed/flex</p>
<p>I have paid support staff.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>I do not have a paid support staff, but I use reliable volunteers.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>



**COLORADO**  
Department of Education  
Innovation, Choice and  
Engagement Division



**Colorado State Library**

<http://www.cde.state.co.us/cdelib/highlyeffective/>

My school or district has the following policies in place (Select all that apply):

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> selection             | <input checked="" type="checkbox"/> challenged materials | <input checked="" type="checkbox"/> intellectual freedom |
| <input checked="" type="checkbox"/> de-selection          | (reconsideration)  | <input type="checkbox"/> (other)                         |
| <input checked="" type="checkbox"/> acceptable use policy | <input checked="" type="checkbox"/> copyright            |  |

**I grant permission to allow the Colorado State Library the ability to upload multimedia presentations to "Highly Effective School Library Program" websites.**

Gronne Miller  
Signature of School Librarian

12/18/14  
Date

**I support this application for our school to be recognized by CDE as a Highly Effective School Library Program.**

[Signature]  
Signature of Principal

12/10/2014  
Date

Step 3: Applications must include the following elements. As you compile and create these, think of how, where and in what ways these items collectively **provide evidence** that demonstrates why you are highly effective in the **essential competencies** (see box above) of the HESLP Evaluation Rubric.

Applications must include:

- ☐ This completed application form with signatures
- ☐ 2 letters of recommendation (*these should be converted to PDF format*)
  - o one letter from principal or supervisor (see the "**Principal Talking Points**" document on the HESLP web page if your supervisor needs suggestions/guidance in writing this letter.)
  - o one letter from another person of your choice who can speak to your strengths and /or who can provide evidence in any areas of the **essential elements** of the rubric.
- ☐ Your library web page link (evaluators will use this in the evaluation). Web page tips/examples
- ☐ Completed HESLP Yearly Growth Plan.
- ☐ Multimedia presentation of your choice\* no longer than three (3) minutes. *Please note: This element of the application process should be considered the as additional evidence. The HESLP Board considers the growth plan, letters of recommendation and your library web page significant proof of validity of your program. \*Examples of presentations can be found on the Highly Effective School Library Program Wiki. No written applications accepted.*

Step 4: After you have prepared the above requirements, please send the following or a link with the following components to Judy Barnett, [jbarnett@coloradostatelibrary.org](mailto:jbarnett@coloradostatelibrary.org)

- Completed Application Form as a PDF
  - Letters of Recommendation as a PDF
  - Growth Plan as a document
  - Multimedia Presentation - **Post** your Multimedia presentation or a link to your presentation on your library's web page and send the link to Judy Barnett.
- NOTE:** You may also create a wiki or similar tool that includes the above information and documents and send the link to Judy Barnett.
- NOTE:** Please include any **passwords** that may apply to access your information.
- NOTE:** You will need an account on Wikispaces to access these resources. Please contact Judy Barnett if you have difficulty accessing this information.

Schools designated as having a "Highly Effective School Library Program" will receive:

- Official recognition at a CDE ceremony.
- A banner to display in the school or library.
- Highly Effective status for three years as long as the school librarian remains the same.
- Access to download the LOGO to the school library and/or school website.

**NOTE: Because of the high rigor of this process, we cannot guarantee HESL Recognition to all applicants.** If you have questions regarding this program, contact Judy Barnett, [jbarnett@coloradostatelibrary.org](mailto:jbarnett@coloradostatelibrary.org).





**Castle Rock Middle School**  
***Lee-Ann Hayen, Principal***

To Whom It May Concern:

It is with great pleasure that I recommend Yvonne Miller for Highly Effective School Library Program. I have worked closely with Yvonne for the past two years and have enjoyed every minute of it. Yvonne is one of my best tools for innovation and evolution in my building and the best part is she would probably never admit this because she is so humble.

Yvonne leads by inspiring. She has built her program through reputation by seeking out teachers, creating units and lessons that have students banging down her doors during non core hours and making teachers salivate for her inspiration, her thorough processes and the thinking process she instills in both teachers and students. As a result of her work, the library is in constant use and Yvonne's schedule is packed with team teaching opportunities that range from students investigating controversial issues and creating public service announcements to Health students skyping with medical residents in order to "stump them" in the knowledge they have gained in regards to disease.

Her library is dynamic, busy, and buzzing with life and creativity. If this is not 21<sup>st</sup> century enough, then please saunter over with me to her MakerSpace, where you will find students (the ones we have labeled as "at risk" and disengaged) tinkering away with both high tech and low tech supplies. "What are they doing this for, you may ask?" How about the simple pleasure of tinkering, of coming up with their own thoughts, ideas, problems, and solutions? Sit with me and watch failure become their greatest triumph!

If this is all too high tech for you and you are like me, whose greatest solace is found within the pages of a book, with the smell alone taking you back to your childhood and a rainy day under a blanket, exploring and conquering worlds unknown to us, I can assure you that there is a place for this too. This...this, is what I love about Yvonne. Everyone in the Library can find comfort, home, their identity, and a place of quiet (and noisy!) reflection. She is the embodiment of everything I hope happens in my classrooms over the next three years.

It would be your greatest loss to not have this wonderful woman participating in your program and bringing ideas to life. I am excited for you to come to know this amazing woman as I know her. Stop by any time, and I have little doubt in my mind that you will see exactly what I have described and more. Please contact me with any questions you have. I would love to talk more about Yvonne!

Yours in Education,

Lee-Ann Hayen



**Innovation and Design Center**  
***Linda J Conway, Director***

Dear Highly Effective Library Evaluator,

It is without reservation that I recommend Yvonne Miller and Castle Rock Middle School for Highly Effective Library Program designation. I have supported Yvonne in Douglas County School District as the director of the library media program for the past three years. Yvonne and I have also served together on the board of the Colorado Association of Libraries in the past.

Yvonne is a leader in our district and in her school. She participates on district level teams to move our library program forward. Most recently working on our district evaluation for teacher – librarians.

Yvonne is on a flexible schedule so is free to collaborate with students and teachers to help students master World Class Outcomes by modeling seamless integration of technology and 21<sup>st</sup> century skills, and facilitating the inquiry process for learning using Barbara Striplings model of inquiry for all research and problem solving projects. I was able to witness her cross-curricular collaboration through a unit that asked students to solve a garbage dump problem in the middle of the Pacific Ocean. Not only were all core content area teachers involved in this unit but she also collaborated with COGA to bring in a giant map of the Pacific and worked diligently to find students from states bordering the Pacific Ocean to collaborate with her students on this unit. Yvonne has focused on creating differentiated learning opportunities for students this year through the creation of a makerspace and the implementation of gaming.

The Learning Commons at Castle Rock Middle School is a welcoming environment for staff and student alike. I have visited at different times of the day for random visits and the space is always buzzing with activity. Yvonne engages with staff and students to provide them literature and reading recommendations, resource suggestions, and support with inquiry projects.

Yvonne has written and received recent grants to grow the program in her school and to supplement the budget for resources aligned to the learning in her school. Her most recent grant provided resources for Castle Rock Middle School's new makerspace.

Yvonne has created school – wide library programs to engage all learners. I was able to see her in action with her Learning Commons Crime. In this particular event, a book burning took place in the Learning Commons and all students participated in some way to solve the crime. It was a fun and engaging program that was tied to research and inquiry.



Yvonne is ready for the challenge to be a model for Highly Effective Libraries. She has worked hard to pull all of the pieces together and has created a welcoming environment where learning outcomes are met for staff and students. I highly recommend her for this honor. If you have further questions please feel free to contact me. There are many more examples of Yvonne's exemplary work and projects that I can share.

Sincerely,

*Linda Conway*  
Linda Conway

Director, Library Media Programming  
Innovation and Design Center

# Annual School Library Growth Plan

Date: December 18, 2014

School Librarian: Yvonne Miller

School: Castle Rock Middle School

District: Douglas County

<b>G O A L 1</b>	<b>School Improvement Plan Goal (SIP)</b>	<p><b>Which all-school goal are you aligning with for your first goal? *</b></p> <p>The School Improvement Plan (SIP) for Castle Rock Middle School is identified as a Universal Improvement Plan (UIP). This year, our UIP's school wide goal is in the area of writing, with a focus on English Language Proficiency. This goal is the result of identified academic achievement gaps in the content area of writing for two subgroup populations identified as "Students with Disabilities" and "Students needing to catch up". The goal of the LMC is to provide collaborative instruction, space, and resources to support the two subgroup populations identified above.</p>
	<b>HESLP Target area (which area would you like to improve upon and WHY?)</b>	<p><b>Select a target area from the HESL "Evaluation Rubric" in which you would like to make growth. We recommend targeting an area from the "Leadership" or "Instructional Expert" areas of the HESLP rubric. After identifying which area (i.e., 'collaboration'), write a brief sentence or so for each of the following:</b></p> <ol style="list-style-type: none"> <li><b>1) WHY you are targeting this area for growth; and,</b></li> <li><b>2) HOW this target area is aligned with your school's goal.</b></li> </ol> <p>The first HESLP target area identified for growth is "Instructional Specialist for Staff and Students". This area is critical to developing strong programming specific to our target subgroup, increasing student achievement, and decreasing the existing gaps. It is our goal to create a strong foundation for the future success of our Library and school. It is our hope to create an environment that provides opportunities for students to experience learning in ways best suited for their learning styles and needs.</p>
	<b>My SMART goal which is worded to show alignment between SIP and HESL Target area</b>	<p><b>Based on your target area, write growth plan goal #1 here. How is this aligned with your school's Goal?</b></p> <p>By May, 2015 we will implement a cohesive, integrated curriculum specifically designed for students on individualized education plans and in the special education system. We will use Design Thinking Protocols to promote critical thinking and problem solving through the student's own strengths and struggles as a learner. The UIP identifies a total of 92 students as falling under the identified subgroups, "Students with Disabilities" and "Students needing to catch up" in Writing. Our goal is to reach 80% of this population, or 74 students.</p>
	<b>My Strategies/Indicators for carrying</b>	<b>What actions will you need to do to implement your goal?</b>

SMART Goals:

☐ Specific ☐ Measurable ☐ Achievable ☐ Results-focused ☐ Time-bound

<p><b>out my SMART goal</b></p>	<p>In order to create an environment that provides opportunities for students to experience learning in ways best suited for their learning styles and needs, we will provide unique learning environments and instructional support for our two subgroups; “Students with Disabilities” and “Students needing to catch up”. The following action timeline will support our goal.</p> <p>First Quarter (Completed)</p> <ul style="list-style-type: none"> <li>○ Meet with strategic partners to research and select Design Thinking Protocols to be used in collaborative planning for the Maker Space Learning Environment</li> <li>○ Prepare instructional materials for Design Thinking Inquiry Models selected</li> <li>○ Create and Promote Maker Space Learning Environment</li> <li>○ Complete purchases from InnEdCo Maker Space Grant: Purchase Little Bits, Robotics Kit, Makey-Makey kit, and consumables</li> <li>○ Research the possibilities of launching a Maker Space “Kickstarter” Crowd Funding Project</li> </ul> <p>Second Quarter</p> <ul style="list-style-type: none"> <li>○ Identify strategic partners and team members needed to reach target goals</li> <li>○ Identify population of students in the two subgroups; “Students with Disabilities” and “Students needing to catch up”</li> <li>○ Research and meet with School Administration and District Administration to discuss Minecraft EDU programming</li> <li>○ Investigate student interest in Minecraft EDU programming</li> <li>○ Collaborate with Special Education teachers and staff to brainstorm programming and curriculum ideas that will best reach their students</li> <li>○ Host an “Hour of Code” event to introduce all students to computer science</li> <li>○ Meet with core teachers to promote Maker Space and demonstrate how this unique learning environment aligns with DCSD World Class Outcome – Demonstrate the process of Inquiry – create plausible solutions to real work problems</li> </ul> <p>Third Quarter</p> <ul style="list-style-type: none"> <li>○ Investigate and discuss with School Administration the potential of creating an afterschool MineCraft Club</li> <li>○ Attend Minecraft EDU training</li> <li>○ Reach out to target population via school staff and administration to promote programs designed for their growth</li> </ul>
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		<ul style="list-style-type: none"> <li>○ Collaborate with Beth Rower (Social Studies) to create Technology and Innovation UBD using the Maker Space for Interim and Summative assessment. Identify specific target population in her class</li> <li>○ Collaborate with Sharon Purdue (ESL Specialist) and Janelle Maxson (Special Education Department Chair) to plan and develop opportunities for ESL and IEP students to utilize the Maker Space and MineCraft EDU to demonstrate DCSD World Class Outcomes for all stages of UBD units/lessons</li> <li>○ Invite teachers to send small groups of identified target population students to explore the MakerSpace and engage in learning activities designed for their growth</li> <li>○ Host MineCraft after school club with special invitations to identified students</li> </ul> <p>Fourth Quarter</p> <ul style="list-style-type: none"> <li>○ Evaluate success of implemented programs via meetings and discussions with strategic partners, team members, and students</li> <li>○ Make adjustments and changes as needed to be sure that programs are reaching the target population</li> </ul>
	<b>My Partners</b>	<p><b>Who will be your partners in implementing your goal/strategies? List staff members, students, parents or others who will be helping you and your school reach this goal.</b></p> <ul style="list-style-type: none"> <li>○ Deirdre Morgenthaler, Library Media Technician, CRMS</li> <li>○ Lee-Ann Hayen, CRMS Principal and CRMS Leadership Team</li> <li>○ Janelle Maxson, School Psychologist and SPED Instructional Coordinator</li> <li>○ Special Education Teachers and Staff</li> <li>○ Sharon Purdue ESL Teacher</li> <li>○ Beth Rower 8th Grade Social Studies/Language Arts Teacher</li> <li>○ PIPs - Parent Involvement Program</li> <li>○ Identified students</li> </ul>
	<b>MEASURABLE EVIDENCE of Leadership, instruction and/or collaboration</b>	<p><b>What evidence can you provide that is meaningful proof of how you carried out your strategies for your goal?</b></p> <ul style="list-style-type: none"> <li>○ A matrix that provides a clear picture and list of the student population reached through the new curriculum pieces and programming</li> <li>○ Updated website and social media posts conveying the new programming available through the school library</li> <li>○ The Douglas County School Library Rubric which provides among other things, data about student usage, student collaboration, teacher collaboration, and event programming</li> </ul>

**SMART Goals:**

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	<b>MEASURABLE EVIDENCE of Student Growth</b>	<p><b>What evidence can you provide that shows how what you taught or implemented resulted in student growth?</b></p> <ul style="list-style-type: none"> <li>○ A year-end summary report that conveys evaluation of the perceived success of implemented programs and/or adjustments and changes made</li> <li>○ Student and Teacher Self-Reports of the perceived success of implemented programs</li> <li>○ Video testimonials from Students and Teachers</li> <li>○ Student assessment evidence reported by their assigned teachers</li> <li>○ Rower – interview testimonial and assessment evidence from Rower demonstrating how class time in the Maker Space improved student performance</li> </ul>
	<b>REFLECTION</b>	<p><b>How did this process go for you this year? Did you make changes to your strategies/goals/measurable evidence? What successes did you have? What ‘aha’s’ did you have? Challenges? Please reflect how things went for you this year.</b></p>

**\*If your school goals are not easily available, how are you planning on finding out from your administrator what they are?**

<b>G O A L 2</b>	<b>School Improvement Plan Goal (SIP)</b>	<p><b>Which all-school goal are you aligning with for your second goal? *</b></p> <p>As mentioned in Goal #1, the School Improvement Plan (SIP) for Castle Rock Middle School is identified as a Universal Improvement Plan (UIP). While the UIP’s school wide goal is in the area of writing, there are also identified academic achievement gaps in reading for “Students with Disabilities”, “Students Needing to Catch up”, “Free and Reduced Students”, and “English Learners”.</p>
	<b>HESLP Target area (which area would you like to improve upon and WHY?)</b>	<p><b>Select a target area from the HESL “Evaluation Rubric” in which you would like to make growth. We recommend targeting an area from the “Leadership” or “Instructional Expert” areas of the HESLP rubric. After identifying which area (i.e., ‘collaboration’), write a brief sentence or so for each of the following:</b></p> <p><b>3) WHY you are targeting this area for growth; and,</b></p> <p><b>4) HOW this target area is aligned with your school’s goal.</b></p> <p>The first HESLP target area identified for growth is in the area of “Leadership”. The goal behind the creation of a Student Library Leadership Board is to provide an empowering opportunity for students in our identified populations with achievement gaps in reading. This area is critical to developing strong programming</p>

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		specific to our target subgroup, increasing student achievement, and decreasing the existing gaps.
	<b>My SMART goal which is worded to show alignment between SIP and HESL Target area</b>	<p><b>Based on your target area, write growth plan goal #1 here. How is this aligned with your school's Goal?</b></p> <p>By February 2015 we will launch a Student Library Leadership Board (SLLB) to provide an empowering opportunity for students in our identified populations with achievement gaps in reading. Our goal is to target this population and students with Reading goals on their Individual Education Plans to try to shift their engagement with text and reading to the purpose of reading for pleasure in order to create a life-long love of reading. We will reach out to students in our identified groups from the identified populations to become foundational members of the SLLB to help guide the creation of programming that reaches the larger school population that are struggling with reading. Our goal is have 25% of the SLLB consisting of students considered to be within the parameters of the indicated populations. In addition, we will recruit Student Leaders that are in need of new learning opportunities. The UIP identifies a total of 92 students as falling under the identified subgroups, "Students with Disabilities" and "Students needing to catch up" in Writing. Our goal is to reach 80% (74 students) of this population through the programming that arises from the creation of the SLLB.</p>
	<b>My Strategies/Indicators for carrying out my SMART goal</b>	<p><b>What actions will you need to do to implement your goal?</b></p> <p>In order to create and launch a successful Student Library Leadership Board we will follow the action timeline below to support our goals.</p> <p>Second Quarter</p> <ul style="list-style-type: none"> <li>○ Advertise and recruit students for SLLB</li> </ul> <p>Third Quarter</p> <ul style="list-style-type: none"> <li>○ SLLB Kickoff and Creation of Mission and set goals</li> <li>○ Determine dates and hold meetings</li> <li>○ Plan and implement Training on: <ul style="list-style-type: none"> <li>○ Library materials <ul style="list-style-type: none"> <li>▪ print</li> <li>▪ digital</li> <li>▪ audio</li> </ul> </li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>▪ visual</li> <li>○ Readers Advisory</li> <li>○ Plan and implement programming for target population</li> </ul> <p>Fourth Quarter</p> <ul style="list-style-type: none"> <li>○ Implement planned programming</li> <li>○ Post Celebrations of Student Library Leadership Board accomplishments</li> <li>○ Evaluate success of implemented programs via meetings and discussions with strategic partners, team members, and students</li> </ul>
	<b>My Partners</b>	<p><b>Who will be your partners in implementing your goal/strategies? List staff members, students, parents or others who will be helping you and your school reach this goal.</b></p> <ul style="list-style-type: none"> <li>○ Deirdre Morgenthaler, Library Media Technician, CRMS</li> <li>○ Lee-Ann Hayen, CRMS Principal and CRMS Leadership Team</li> <li>○ Special Education Teachers and Staff, CRMS</li> <li>○ Sharon Purdue, English as a Second Language Teacher, CRMS</li> <li>○ Jennifer McBride, Personalized Learning Leader and Interventionist, CRMS</li> <li>○ Matt Pomme, Response to Intervention Specialist, CRMS</li> <li>○ Janelle Maxson, School Psychologist and SPED Instructional Coordinator</li> <li>○ Linda Conway, Director of Library Media Programming, DCSD</li> <li>○ Identified students</li> </ul>
	<b>MEASURABLE EVIDENCE of Leadership, instruction and/or collaboration</b>	<p><b>What evidence can you provide that is meaningful proof of how you carried out your strategies for your goal?</b></p> <ul style="list-style-type: none"> <li>○ A matrix that provides a clear picture and list of the student population reached through the Student Library Leadership Board</li> <li>○ Updated website and social media posts conveying the new Student Library Leadership Board and programming and events created by the board</li> <li>○ The Douglas County School Library Rubric which provides among other things, data about student usage, student collaboration, teacher collaboration, and event programming</li> </ul>
	<b>MEASURABLE EVIDENCE of Student Growth</b>	<p><b>What evidence can you provide that shows how what you taught or implemented resulted in student growth?</b></p> <ul style="list-style-type: none"> <li>○ A year-end summary report that conveys evaluation of the perceived success of Student Library</li> </ul>

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		<p>Leadership Board and/or adjustments and changes made</p> <ul style="list-style-type: none"> <li>○ Staff and administrative feedback of the perceived success of the Student Library Leadership Board</li> <li>○ Video testimonials</li> <li>○ Student Surveys</li> </ul>
	<b>REFLECTION</b>	<p><b>How did this process go for you this year? Did you make changes to your strategies/goals/measurable evidence? What successes did you have? What ‘aha’s’ did you have? Challenges? Please reflect how things went for you this year.</b></p> <p>So far, completing the application for HESL is helpful because it brings front and center the goals we have as a school community. It also provides us the opportunity to learn who the identified students are and to develop connections with those students. Final reflections will be completed in May 2015.</p>

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